Starting with the Super 3 - Professional Development for Primary Teachers

C & I 445

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We all experience information sickness, even our youngest students. There is so much information to take in, and it can be challenging to organize everything we’re exposed to and identify what is most important for our research or problem-solving needs. Many times, students go through their entire education without a clear idea of how to handle and effectively use all of the information they receive on a daily basis. If we teach young elementary students a problem-solving technique that can be applied to all kinds of problems (social, emotional, and academic) they will be able to practice using the method and become expert problem-solvers by the time they reach middle school, and they will be better prepared for college and future careers. The Super 3 model provides students with an opportunity to take ownership of their own learning, reflect on their own work, and explore information in a more authentic and meaningful way.

The Super 3 is defined as an information problem-solving model that is developmentally appropriate for younger students. Based off the Big 6, it provides students with a process to guide how they interpret information at school and home. The Super 3 stages are plan, do, and review.

The Super 3 complements the Common Core State Standards because both encourage students to explore topics more in-depth and assess information critically using higher-order thinking skills. To align the Super 3 with the Common Core, teachers will need to work to connect their assignments to both the standards and the Super 3. Using the Super 3 will also adhere to the ISAIL standards, which calls for students to be able to effectively use, evaluate and appreciate information.

To implement the Super 3, teachers will be able to continue teaching the lessons they will regularly teach. However, they might consider stopping to notice what stage of the Super 3 they are in during various aspects of their lessons. They might point out to students whether they are planning, doing or reviewing, and ask for students to help identify which stage they are in frequently throughout the course of a lesson or project. I suggest that teachers also discuss the steps with their students and create a visual to hang in their classrooms that students can refer to. Likewise, before a lesson, teachers might outline the steps and questions involved in the planning, doing and reviewing stages with their students and discuss why each stage is important. As a result, teachers will see more organization, more complete final products, and an increase in student reflection and responsibility.

To implement my professional development presentation, I would need to speak with the principal and convince him/her that the presentation is worthy of sharing. I would also need to find a time that would work for all of the primary teachers to view the presentation. The principal could easily be the main roadblock; if he/she does not see the value in the presentation, it is likely that no one would ever see it, so it is important that I make a strong case for the value of implementing the Super 3. Hopefully the presentation would not be met with resistance from teachers, though actually implementing it in classrooms certainly could be. I think it would be very important that I make myself extremely available after the presentation for questions from teachers. I would also be available after the presentation to help teachers implement the Super 3 in their individual classrooms and provide tips on how they could integrate it with their lessons. Please see my powerpoint entitled “Super 3” for the presentation I would give to the primary teachers.